

# *Bilingual Training Center*

## *English Institute*

*Are you ready to take the challenge?*  
*We hope so!*



## **BASIC ENGLISH BOOK**

I

*By. Jyuber Alvarez*

## **FOREWORD**

The present textbook corresponds to the course of Basic English I, which represents the fundamental bases of teaching-learning of the English language. It is expected with this course that the students with the basic knowledge of Introductory English start developing basic skills in writing, speaking, Reading comprehension and listening for the acquisition of the same.

The contents that the textbook have represent a valuable contribution to the development of the language knowledge. In the first instance, these contents constitute the fundamental bases of the language learning as for the appropriation of structures, vocabulary and pronunciation at a basic level. On the other hand these knowledge make the initial development of oral and writing expression techniques possible as well as strategies of reading and writing and oral discrimination which will be consolidated in the next levels. This textbook comprises six units: (1) Nouns: The formation of plurals, (2) Definite and indefinite article, (3) Expressing existence in present tense, (4) The Simple present tense with the verb to be, (5) Adjectives, and (6) The Simple present tense of verbs other than the verb to be. The Grammar and Exercises sections provide practice with all the important Grammar principles as well as the pronunciation in order to guide and correct errors while speaking English.

The Basic English I is the second level of the English course as a second language in which the students will be able to put into practice in situations of daily life all what they have learned taking on patterns of behavior that evidence good habits, attitudes, values and a personal commitment with your own learning. Are you ready to take the challenge? We hope so!

***Jyuber Alvarez***

# UNIT I: NOUNS: THE FORMATION OF PLURALS

## 1. ¿Qué es un sustantivo?

Es un nombre de toda palabra que sirve para referirnos a personas, animales o cosas.

El sustantivo (también conocido como nombre) puede ser masculino, femenino o neutro, y pueden estar en singular o plural.

## 2. The Formation of Plurals



- RULES:

- **Regla 1:** Los sustantivos (nombres) que terminan en **ch, s, ss, sh, o, x** forman el plural añadiendo “**ES**”.

**Examples:**

SINGULAR	PLURAL
1. Bus : Autobús	1. Buses
2. Brush : Cepillo	2. Brushes
3. Match : Fósforo	3. Matches
4. Box : Caja	4. Boxes
5. Potato : Papa	5. Potatoes
6. Kiss : Beso	6. Kisses

- **Regla 2:** Los sustantivos que terminan en “y” precedida de consonante forman el plural cambiando la “y” por “**IES**”.

**Examples:**

1. City: Ciudad -----> Cities
2. Baby: Niño, bebé -----> Babies
3. Story: Cuento, Piso -----> Stories



- **Regla 3:** Los sustantivos que terminan en “y” precedida por vocal forman el plural añadiendo únicamente “s”.

**Examples:**

1. Toy: Juguete -----> Toys
2. Boy: Niño, Chico. -----> Boys
3. Day: Día -----> Days
4. Guy: Chico, Tipo -----> Guys



- **Regla 4:** Hay catorce sustantivos que cambian la “F” o “FE” del final en “V” o “VE” antes de añadir la “S”.

**Examples:**

1. Life: Vida -----> Lives
2. Leaf: Hoja -----> Leaves
3. Knife: Cuchillo -----> Knives
4. Loaf: Pan -----> Loaves
5. Shelf: Estante -----> Shelves
6. Wolf: Lobo -----> Wolves
7. Thief: Ladrón -----> Thieves
8. Wife: Esposa -----> Wives
9. Self: Mismo, misma -----> Selves
10. Wharf: Muelle -----> Wharves
11. Calf: Tenero, Pantorrilla -----> Calves
12. Elf: Elfo -----> Elves
13. Half: Mitad -----> Halves
14. Sheaf: Haz (de flechas) -----> Sheaves



Hay unos cuantos sustantivos que terminan en “F” los cuales forman el plural de dos formas distintas.

**Examples:**

Singular	Plural
Hoof	Hoof - Hooves
Scarf	Scarfs - Scarves
Staff	Staffs - Staves
Dwarf	Dwarfs – Dwarves

- **Regla 5:** Los sustantivos que terminan en “o” especialmente de origen Español o Italiano, forman el plural añadiendo “s”.

**Examples:**

Singular	Plural
Albino	Albinos
Casino	Casinos
Video	Videos
Rhino	Rhinos
Zoo	Zoos
Hippo	Hippos
Kangaroo	Kangaroos

- **Regla 6:** Los sustantivos con guiones forman el plural al agregarles “s” a la primera palabra.

**Examples:**

Singular	Plural
Brother-in-law: Cuñado	Brothers-in-law
Sister-in-law: Cuñada	Sisters-in-law
Father-in-law: Suegro	Fathers-in-law
Mother-in-law: Suegra	Mothers-in-law
Son-in-law: Hijastro	Sons-in-law



## **PLURALES IRREGULARES**

El idioma inglés no siempre ha utilizado la “s” o “es” para formar el plural. Todavía existen unas cuantas palabras que sobreviven del inglés arcaico, las cuales no utilizan la “s” o “es” para formar el plural.

**Examples:**

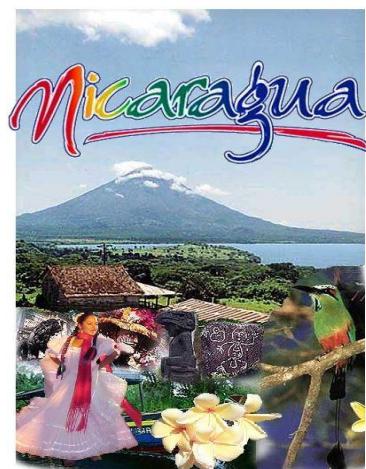
Singular	Plural
Child	Children
Foot	Feet
Goose	Geese
Mouse	Mice
Louse	Lice
Man	Men
Woman	Women
Ox	Oxen

**Nota: Los sustantivos “fish” y “sheep” tienen en inglés igual forma en plural y singular. Con estos nombres el verbo puede ir en singular o plural.**

**Hay algunos sustantivos que no tienen plural. Por tanto, no se pueden usar con la “s” del plural. El verbo en este caso tendrá siempre que ir en singular. A veces estos nombres se traducen al español por un nombre en plural.**

**Examples:**

- Luggage
- Hair
- Homework
- Advice
- Information
- Furniture
- Money
- Spaghetti



Para el resto de sustantivos que no se mencionan en las reglas antes descritas se aplica la regla general de agregarles “s”.

**Examples:**

- Book -----> Books
- House -----> Houses
- Tree -----> Trees

## **CONSOLIDATION ACTIVITIES**



***Write the plural form of the following nouns.***

1. Letter (carta) \_\_\_\_\_.
2. Car (coche) \_\_\_\_\_.
3. Kiss (beso) \_\_\_\_\_.
4. Party (fiesta) \_\_\_\_\_.
5. Box (caja) \_\_\_\_\_.
6. Teacher \_\_\_\_\_.
7. Fly (mosca) \_\_\_\_\_.
8. Tomato (tomate) \_\_\_\_\_.
9. Key (llave) \_\_\_\_\_.
10. Taxi \_\_\_\_\_.
11. Friend \_\_\_\_\_.
12. Dress (vestido) \_\_\_\_\_.
13. Foot \_\_\_\_\_.
14. Factory (fábrica) \_\_\_\_\_.
15. Room (habitación) \_\_\_\_\_.
16. Nun (monja) \_\_\_\_\_.
17. Chair (silla) \_\_\_\_\_.
18. Sheep \_\_\_\_\_.
19. Dictionary (diccionario) \_\_\_\_\_.
20. Eye (ojo) \_\_\_\_\_.
21. Glass (vaso) \_\_\_\_\_.
22. Marker (marcador) \_\_\_\_\_.
23. Volunteer (voluntario) \_\_\_\_\_.
24. Cat (gato) \_\_\_\_\_.
25. Person (persona) \_\_\_\_\_.
26. Church (iglesia) \_\_\_\_\_.
27. Tooth \_\_\_\_\_.
28. Hand \_\_\_\_\_.
29. Boat (barco) \_\_\_\_\_.
30. Page (página) \_\_\_\_\_.
31. Doubt (duda) \_\_\_\_\_.
32. Country (país) \_\_\_\_\_.
33. Movie (película) \_\_\_\_\_.
34. Diploma \_\_\_\_\_.
35. Leg \_\_\_\_\_.



## UNIT II: DEFINITE AND INDEFINITE ARTICLE

### INDEFINITE ARTICLE A/AN

El significado de **A/AN** es el mismo y se utilizan para indicar algo o a alguien en singular. Nunca lo utilizaremos para referirnos a más de una cosa; en su lugar utilizaremos “**some**” o “**any**”.

- **A** : Un, una.
- **AN**: Un, una.



### USOS DE A/AN:

**A/AN se utiliza para:**

1. Hablar de la profesión de alguien.

**Example:** John is a doctor. [John es médico]

2. Cuando vamos a decir algo de alguien o de alguna cosa.

**Example:** The mouse is a stinking animal. [El ratón es un animal asqueroso]

Lisa is a selfish person. [Lisa es una persona egoísta]

### GRAMMAR RULES: REGLAS GRAMATICALES

- **A** : Un, una. Se utiliza con palabras que comienzan con sonido consonante.

**Examples:**

1. A book
2. A university

- **AN:** Un, una. Se utiliza con palabras con sonido vocálico.

**Examples:**

1. An eraser.
2. An animal.
3. An hour.
4. An answer.

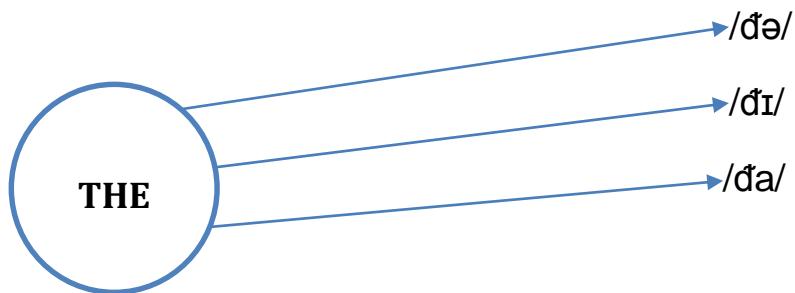
**DRILL:** Write “A” or “AN” for these occupations. Look up the words you don’t know in a dictionary.

1. \_\_\_\_\_ actor.
2. \_\_\_\_\_ politician.
3. \_\_\_\_\_ doctor.
4. \_\_\_\_\_ singer.
5. \_\_\_\_\_ teacher.
6. \_\_\_\_\_ accountant.
7. \_\_\_\_\_ lawyer.
8. \_\_\_\_\_ nurse.
9. \_\_\_\_\_ architect.
10. \_\_\_\_\_ student.



### **DEFINITE ARTICLE “THE”**

- **THE:** El, lo, la, los, las. Se debe de usar siempre, excepto cuando se hable de un contexto en general.



**Example:** I like wine. [Me gusta el vino]. Esta oración es general porque no estas especificando el tipo de vino que te gusta.

Es diferente al decir: I like the red wine. [Me gusta el vino tinto]

## UNIT 3: EXPRESSING EXISTENCE IN PRESENT TENSE

### 1. “THERE IS” AND “THERE ARE”

**Definición:** Las frases de existencia en presente “**There is**” and “**There are**”, también se les conoce como “Frases verbales impersonales en presente”, y se usan para expresar la existencia de algo en presente. El **THERE IS/THERE ARE** provienen del **THERE BE** que significa: **HABER, EXISTIR.**

Se les denomina impersonales porque carecen de pronombre personal (I, you, he, she, it, we you, they); también se les denomina verbales porque se utilizan únicamente dos de las tres formas conjugadas del verbo **TO BE (is/are)**.

- **THERE IS:** Hay (Se usa con sustantivos singulares contables e incontables).
- **THERE ARE:** Hay (Se usa con sustantivos plurales contables e incontables).

#### GRAMMAR FORMULAE:

- **Affirmative** : THERE + IS/ARE + COMPLEMENT

#### Examples:

1. There is a book on the table. [Hay un libro sobre/en la mesa].
2. There are ten students in the classroom. [Hay diez estudiantes en el aula]
3. There are three trees on the street. [Hay tres árboles sobre la calle]

La forma contractada de **THERE + IS** es: **THERE'S**. La contracción de **THERE + ARE** es: **THERE'RE**.

#### Examples:

1. There's a book on the table.
2. There're ten students in the classroom.
3. There're three trees on the street.
4. There's a problem.

- **Negative** : THERE + IS/ARE + NOT + COMPLEMENT

### Examples:

1. There is not a book on the table.
2. There are not ten students in the classroom.
3. There are not three trees on the street.
4. There is not a problem.



### Using contractions:

1. There's not a book on the table.
2. There're not ten students in the classroom.
3. There're not three trees on the street.
4. There's not a problem.

La contracción negativa de **THERE IS + NOT** y **THERE ARE + NOT** es:

- **THERE ISN'T**
- **THERE AREN'T**

### Examples:

1. There isn't a book on the table.
2. There aren't ten students in the classroom.
3. There aren't three trees on the street.
4. There isn't a problem.

- **Question** : IS/ARE + THERE + COMPLEMENT + ?

### Examples:

1. Is there a book on the table?  
→Yes, there is.  
→No, there is not.  
→No, there's not.  
→No, there isn't.
2. Are there ten students in the classroom?  
→Yes, there are.  
→No, there are not.  
→No, there're not.  
→No, there aren't.



Single



Married

## THE USE OF “SOME”, “ANY”, “NOT ANY”, & “NO”

- **SOME:** Unos, unas, algunos, algunas, algo de, un poco de. Se utiliza en oraciones afirmativas.
- **ANY:** Unos, unas, algunos, algunas, cualquier, cualquiera. Se utiliza en oraciones negativas y preguntas. En la forma negativa podemos utilizar “not any” o simplemente “no”.

**Study the following table:**

AFFIRMATIVE	SOME	There's some water in the glass. There're some trees in the garden.
NEGATIVE	NOT ANY	There's not any water in the glass. There aren't any trees in the garden.
	NO	There's no water in the glass. There are no trees in the garden.
INTERROGATIVE	ANY?	Is there any water in the glass?

**Nota:** El “**SOME**” puede permanecer en oraciones negativas y preguntas, cuando estas sean elaboradas para invitar o solicitar algo (en preguntas) o cuando se niegue la existencia de un alimento para ingerir.

Examples:

1. May I have some water? [Me puede dar un poco de agua]
2. Would you like some pie? [¿Le gustaría un pedazo de pastel?]
3. There are not some apples.

## **INTERROGATIVE WORDS CLOSELY RELATED TO “THERE IS” & “THERE ARE” : HOW MUCH? & HOW MANY?**

Las palabras estrechamente relacionadas con “**THERE IS**” y “**THERE ARE**” son las siguientes:

- **How much?** : ¿Cuánto?, ¿Cuánta? (sustantivos incontables en singular)
- **How many?** : ¿Cuántos?, ¿Cuántas? (sustantivos contables en plural)

**HOW MUCH/HOW MANY + SPECIFIC NOUN + IS/ARE + THERE + COMPLEMENT + ?**

## **Examples:**

1. How many books are there on the table? [¿Cuántos libros hay sobre la mesa?]→ There are ten books.
2. How many students are there in the classroom?→ There are 25 students.
3. How much water is there in the glass?→ There's not any water left. [No queda nada de agua]



## **EXERCISES:**

### **I. Complete the gaps using THERE IS or THERE ARE according to the sentence.**

1. \_\_\_\_\_ some books on the shelf.
2. \_\_\_\_\_ only one student is in the English lab.
3. \_\_\_\_\_ no more milk in the jug.
4. \_\_\_\_\_ no time left.

### **II. Make the contraction**

1. There is a box in the living room.
2. There are some candies on the desk.
3. There are four ambulances at the Red Cross.
4. There is not a specific usage.
5. There are not many students at school.
6. There are one thousand ways to die.
7. There are not three trees on the street.



### **III. Listen to your teacher carefully and write the sentences that he/she is going to dictate to you in the spaces below.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## ANOTHER PHRASES TO EXPRESS EXISTENCE

Además de las frases para expresar existencia “there is / there are”, encontramos las siguientes frases:

- There seem to be / There seems to be : Parace que hay.
- There exist / There exists : Existe
- There remain / There mains : Queda

### **- THERE SEEM TO BE / THERE SEEKS TO BE**

#### Examples:

1. There seems to be another solution.
2. There seems to be a mistake.
3. There seem to be three solutions to this problem.

También encontramos el giro:

- It seems that there is another solution.
- It seems that there is a mistake.

### **THERE EXIST / THERE EXISTS**

#### Examples:

1. There exists only one solution.
2. There exist only two solutions.



### **THERE REMAIN / THERE REMAINS**



#### Examples:

1. There remain three days to start studying English.[Quedan 3 días para empezar a estudiar inglés]
2. There remains only one problem to tackle. [Queda solo un problema por resolver]



Read and listen to the following Reading about Africa. Look up in a dictionary the words you don't know.

# AFRICA

There are fifty-three countries in Africa and about nine hundred million people. In the north, there are a big plain and a desert called “THE KALAHARI”.

Africa is famous for wild animals. There are many national parks. There are also a lot of natural resources in Africa including oil and minerals.

## Vocabulary:

1. About: Aproximadamente.
2. Plain: Llanura.
3. Desert: Desierto.
4. Dessert: Postre.
5. Wild animals: Animales salvajes.
6. National parks: Parques nacionales.
7. A lot of: Mucho, Mucha; Muchos (as).
8. Natural resources: Recursos naturales.
9. Oil: Petróleo; Aceite.



I think, therefore I am.

## UNIT III: THE SIMPLE PRESENT TENSE OF THE VERB TO BE

### 1. Definición

El presente simple se utiliza para indicar una acción regular o habitual.

- **TO BE:** Ser, estar.

### 2. Gramática del verbo TO BE

El verbo “to be” es el único verbo copulativo pleno en inglés, lo que significa que utiliza adjetivos en lugar de adverbios para completar el significado del verbo.

- **¿Qué son los adjetivos?**

Los adjetivos son palabras que describen al sustantivo. Estos se dividen en cuatro grupos: Adjetivos calificativos (Adjectives of quality), Adjetivos demostrativos (Demonstrative adjectives), Adjetivos posesivos (Possessive adjectives) y Adjetivos indefinidos (Indefinite adjectives).

- **¿Qué son los adverbios?**

Los adverbios son las palabras que determinan o precisan la acción de un verbo. Los adverbios se dividen en cinco grupos:

- Adverbios de modo (Adverbs of manner).
- Adverbios de tiempo (Adverbs of time).
- Adverbios de frecuencia (Adverbs of frequency).
- Adverbios de lugar (Adverbs of place).
- Adverbios de cantidad (Adverbs of degree).

El verbo “**to be**” se usa de auxiliar en los siguientes tiempos verbales:

1. Presente continuo o progresivo (Present continuous or progressive).
2. Pasado continuo o progresivo (Past continuous or progressive).
3. Pasado perfecto continuo (Past perfect continuous).
4. Futuro continuo (Future continuous)

Adicionalmente se usa como auxiliar para construir la voz pasiva.

### **3. Usos del verbo TO BE**

El verbo “**to be**” se utiliza para:

#### **1. Indicar profesión.**

Example: He is a teacher.

#### **2. Hablar sobre el clima.**

Example: It is hot.

#### **3. Hablar de lugares.**

Examples: She is in the church.

#### **4. Indicar estado de ánimo.**

Example: I am happy.

#### **5. Decir la edad.**

Example: He is 20 years old.

#### **6. Decir la hora.**

Example: It is 7 o`clock.

#### **7. Indicar nacionalidad.**

Example: He is American.

#### **8. Hablar de la cualidad de una persona.**

Example: She is pretty.

#### **9. Informar sobre precios/dinero.**

Example: How much is the car?

#### **10. Saludar a las personas.**

Example: How are you?

#### **11. Pedir disculpas.**

Example: I am sorry.

#### **12. Describir cosas.**

Example: The box is big.



## 4. CONJUGACIÓN DEL VERBO TO BE

La conjugación de un verbo es una lista que muestra las formas diferentes que un verbo puede tomar. Cuando se conjuga un verbo, normalmente está acompañado por todos los pronombres personales los cuales pueden actuar como sujetos del verbo.

Los pronombres personales en inglés son los siguientes:

### PERSONAL PRONOUNS:

I	:	Yo
You	:	Tú, usted
He	:	Él
She	:	Ella
It	:	El, Ella, Ello
We	:	Nosotros, Nosotras
You	:	Ustedes
They	:	Ellos, Ellas



### GRAMMAR FORMULAS

- **Affirmative** : P.P + TO BE (am/is/are) + Complement

I am	:	Yo soy, estoy.
You are	:	Tú eres, estás.
He is	:	Él es, está.
She is	:	Ella es, está.
It is	:	Es, Está.
We are	:	Nosotros somos, estamos; Nosotras somos, estamos.
You are	:	Ustedes son, están.
They are	:	Ellos son, Ellas son, están.

### Examples:

1. I am awake.
2. They are ready.
3. She is a teacher.
4. He is a doctor.



En inglés escrito, el apóstrofe “'” se utiliza en las contracciones para indicar que una o más letras han sido omitidas.

La forma contractada del verbo “**TO BE**”, también conocida como “forma corta o forma reducida” es:

I'm	/áim/
You're	/yór/
He's	/jís/
She's	/shís/
It's	/its/
We're	/wir/
You're	/yór/
They're	/déer/

### Examples:

1. I'm awake.
2. They're ready.
3. She's a teacher.
4. He's a doctor.

- **Negative** : P.P + TO BE (am/is/are) + Not + Complement

I am not	:	No soy, no estoy.
You are not	:	No eres, no estás.
He is not	:	No es, no está.
She is not	:	No es, no está.
It is not	:	No es, no está.
We are not	:	No somos, no estamos.
You are not	:	No son, no están.
They are not	:	No son, no están.

### Examples:

1. I am not awake.
2. They are not ready.
3. She is not a teacher.
4. He is not a doctor.
5. Lisa is not happy.



Las contracciones negativas del verbo TO BE son las siguientes:

<b>I'm not</b>	<b>I'm not</b>
<b>You're not</b>	<b>You aren't</b>
<b>He's not</b>	<b>He isn't</b>
<b>She's not</b>	<b>She isn't</b>
<b>It's not</b>	<b>It isn't</b>
<b>We're not</b>	<b>We aren't</b>
<b>You're not</b>	<b>You aren't</b>
<b>They're not</b>	<b>They aren't</b>

### Examples:

1. I'm not awake.
2. They're not ready. // They aren't ready.
3. She's not a teacher. // She isn't a teacher.
4. He's not a doctor. // He isn't a doctor.
5. Lisa's not happy. // Lisa isn't happy.



I LOVE THE EARTH PLANET!

- **Question** : TO BE (am/is/are) + P.P + Complement + ?

<b>Am I?</b>	:	<b>¿Soy?, ¿Estoy?</b>
<b>Are you?</b>	:	<b>¿Eres?, ¿Estás?</b>
<b>Is he?</b>	:	<b>¿Es él?, ¿Está?</b>
<b>Is she?</b>	:	<b>¿Es ella?, ¿Está?</b>
<b>Is it?</b>	:	<b>¿Es?, ¿Está?</b>
<b>Are we?</b>	:	<b>¿Somos?, ¿Estamos?</b>
<b>Are you?</b>	:	<b>¿Son ustedes?, ¿Están?</b>
<b>Are they?</b>	:	<b>¿Son ellos (as)?, ¿Están?</b>

### Examples:

1. Am I ready?  
 → Yes, you are.  
 → No, you are not.  
 → No, you're not.  
 → No, you aren't.
2. Is she a teacher?  
 → Yes, she is.  
 → No, she is not.  
 → No, she's not.  
 → No, she isn't.
3. Is he a doctor?  
 → Yes, he is.  
 → No, he is not.  
 → No, he's not.  
 → No, he isn't.
4. Are you a student?  
 →



La forma interrogativa-negativa del verbo TO BE es la siguiente:

<b>Am I not?</b>	:	<b>¿No soy yo?, ¿No estoy?</b>
<b>Are you not?</b>	:	<b>¿No eres tú?, ¿No estás tú?</b>
<b>Is he not?</b>	:	<b>¿No es él?, ¿No está?</b>
<b>Is she not?</b>	:	<b>¿No es ella?, ¿No está?</b>
<b>Is it not?</b>	:	<b>¿No es?, ¿No está?</b>
<b>Are we not?</b>	:	<b>¿No somos?, ¿No estamos?</b>
<b>Are you not?</b>	:	<b>¿No son ustedes?, ¿No están?</b>
<b>Are they not?</b>	:	<b>¿No son ellos (as)?, ¿No están?</b>

### Examples:

1. Am I not ready?
2. Is she not a teacher?
3. Is he not a doctor?
4. Is Lisa not happy?
5. Are you not a student?

#### CONSEJO PRÁCTICO:

Se debe de conocer que no hay una contracción universalmente aceptada para **am not**. En inglés hablado **am I not?** Es a menudo contractado a **aren't I?** Sin embargo, aunque la expresión **aren't I?** Es considerada aceptable en el inglés informal, no es considerada gramaticalmente correcta en el inglés formal. En el inglés formal ninguna contracción debe ser utilizada para **am I not?**



## NICARAGUAN BY THE GRACE OF GOD

The people of Nicaragua are warm, gracious, and welcoming which is surprising to many. The Nicaraguan people are very friendly, hardworking and with family values. That's why I am so happy to be Nicaraguan by the grace of God! **Nicaragua... A country with heart!**



### VOCABULARY:

1. Gracious: Cortés, elegante, refinado.
2. Warm: Cariñoso; Tibio; Caliente.
3. Welcoming: Acogedor, Cordial.
4. Family values: Valores familiares.
5. That's why: Es por eso que.

## MEETING NEW FRIENDS

**Oscar:** Hi, I'm Oscar. Are you Liz?

**Marlieth:** No, I'm Marlieth. That's Liz. I'll introduce you.

**Marlieth:** Liz, this is Oscar.

**Liz:** Hi, nice to meet you.

**Oscar:** Nice to meet you, too.



## IT'S A BIG CITY

**Erickson :** Where do you come from, Carmen?

**Carmen :** I come from Juigalpa, Chontales.

**Erickson :** Is Juigalpa a nice city?

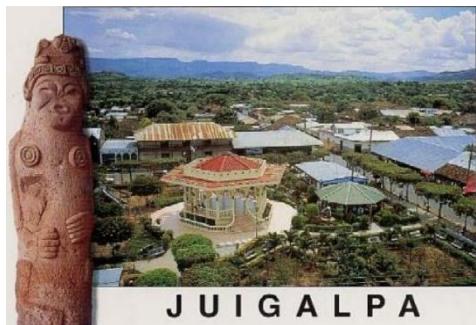
**Carmen :** Yes, it is.

**Erickson :** Are there any tourist places over there?

**Carmen :** Yes, there are some fantastic tourist places such as: Palo Solo Park where you can find a restaurant with the same name, Santa Clara Tourist Center, Punta Mayales Biological Reserve, among others.

**Erickson :** Is it a big city?

**Carmen :** Yes, it's a big city.



J U I G A L P A

### VOCABULARY:

1. Among others : Entre otros.
2. Tourist : Turístico, turista.
3. Biological reserve : Reserva biológica.
4. Over there : Allí, Ahí, Allá.
5. Blood pressure : Presión arterial.
6. Such as : Como, tal como, tales como.

# INTERROGATIVE PRONOUNS

Los pronombres interrogativos también conocidos como Wh-questions o Wh-words se utilizan al hacer preguntas directas cuyas respuestas no son cortas sino largas. Dentro de las Wh-questions o pronombres interrogativos que estudiaremos en este epígrafe serán:

- What? : ¿Qué?, ¿Cuál?
- Which? : ¿Cuál?, ¿Cuáles?
- Who? : ¿Quién?, ¿Quiénes?
- Why? : ¿Por qué?
- Whose? : ¿De quién?, ¿De quiénes?
- When? : ¿Cuándo?

## GRAMMAR FORMULA

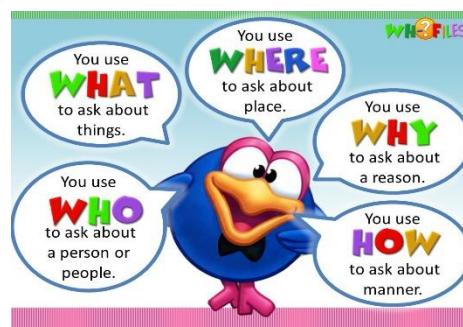
Wh-question + TO BE (am/is/are) + P.P + Complement + ?

### USOS:

- **What** : Se utiliza para referirse a personas o cosas.

### Examples:

1. What is your name?  
→ My name is Erickson.
2. What is that?  
→ That is a box.



- **Which** : Se utiliza para referirse a cosas. Normalmente implica la elección de una o más cosas desde un número limitado de alternativas, es decir, elegir una opción de varias.

### Example:

1. Which of these three books is your favorite?  
→ My favorite book is the first one.
2. Which is your sister?  
→ My sister is the girl who is sitting next to the window.

- **Who** : Se utiliza únicamente con personas.

**Examples:**

1. Who are you?
2. Who are you with?
3. Who is Cristiano Ronaldo/Vicente Fernández?
4. Who is there?

- **Why** : Se utiliza para pedir una explicación con respecto a algo. La pregunta con **WHY** requiere una respuesta del tipo **BECAUSE** (porque con idea de causa).

**Example:**

1. Why are you here?
2. Why is she upset?
3. Why are stupid?

- **Whose** : Se utiliza para preguntar sobre cosas de las que no sabemos quién es el dueño.

**Example:**

1. Whose book is this? [¿De quién es este libro?]
2. Whose Passport is this?
3. Whose pencils are these?

- **When** : Se utiliza para referirse al tiempo.

**Examples:**

1. When are you going to be free? [¿Cuándo vas a estar desocupado?]
2. When will you come? [¿Cuándo vendrás?]
3. When is your birthday? ¿Cuándo estás de cumple años?

# UNIT 5: ADJECTIVES TO DESCRIBE PEOPLE

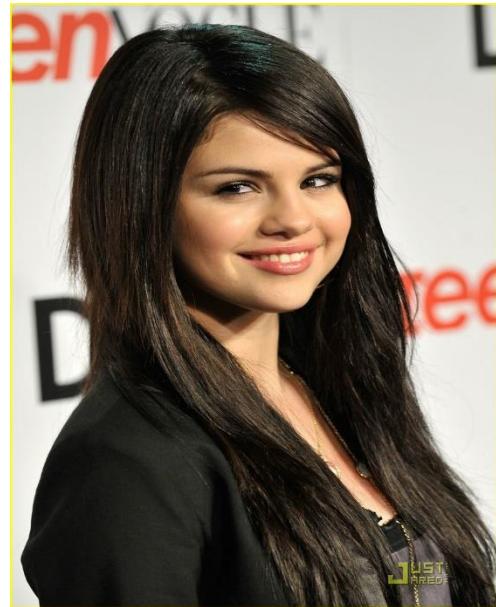
1. **Definición:** Los adjetivos son palabras que describen al sustantivo (también conocido como nombre). Estos se dividen en cuatro grupos:

- **Adjectives of quality:** beautiful, pretty, tall, short, bald, etc.
- **Demonstrative adjectives:** This, that, these, those.
- **Possessive adjectives:** My, your, his, her, its, your, our, their.
- **Indefinite adjectives:** Some, little, a lot of, a few, several, lots of, etc.

En este caso, nosotros estudiaremos los adjetivos calificativos para describir a las personas. Los adjetivos calificativos en inglés “**Adjectives of quality**” o “**Qualifying adjectives**” son invariables, es decir, tienen la misma forma en masculino, femenino, neutro, singular y plural, y se colocan siempre delante del sustantivo al que califican.

Here is a list of some common adjectives in English.

1. Beautiful :	Guapa, Hermosa; precioso, bello, hermoso (poema, color, scenario, etc.)
2. Big :	Grande.
3. Dirty :	Sucio.
4. Young :	Joven.
5. Old :	Viejo.
6. Elderly :	Anciano.
7. Plump :	Rellenito, Regordete.
8. Fat :	Gordo (a).
9. Tall :	Alto (a).
10. Interesting :	Interesante.
11. Short :	Bajo.
12. Medium height :	De Estatura media.
13. Fair :	Rubio (a).
14. Pale :	Blanco, pálido.
15. Selfish :	Egoísta.
16. Stocky :	Bajo y fornido.
17. Well-built :	Fornido.
18. Athletic :	Atlético.
19. Talkative :	Hablador, Hablantín, Tapudo.
20. Innermost :	Más íntimo.



**Examples:**

1. Andy is a selfish person.
2. In her innermost being. [En lo más profundo de su ser].
3. Paul is an interesting person.
4. Ricardo Mayorga is a talkative person.
5. Andrea has pale skin and blue eyes.

**CONSOLIDATION ACTIVITIES**

**I. Fill in the blanks using adjectives to describe people.**

1. Su pelo es marrón= His \_\_\_\_\_ brown.
2. Tú eres una buena persona= You are \_\_\_\_\_ person.
3. Ella tiene cabello rubio y ojos café= She has \_\_\_\_\_ and \_\_\_\_\_ eyes.
4. Andy tiene piel blanca y es bajo= Andy \_\_\_\_\_ skin and he is \_\_\_\_\_.

**II. Write the definite article THE as appropriate in the spaces below.**

1. Me gustan las flores= I love \_\_\_\_\_ flowers.
2. Me gustan las flores de tu jardín= I like \_\_\_\_\_ flowers in your garden.
3. La luna gira alrededor de la tierra= \_\_\_\_\_ moon goes round \_\_\_\_\_ Earth.
4. ¿Me pasas la sal?= Can you pass me \_\_\_\_\_ salt?
5. Esta es la señorita Smith= This is \_\_\_\_\_ Miss Smith.

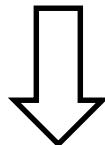
**III. Write the indefinite article “A/AN” or “SOME” as appropriate.**

1. \_\_\_\_\_ young woman.
2. She is \_\_\_\_\_ beautiful girl.
3. It is \_\_\_\_\_ insect.
4. There is \_\_\_\_\_ woman in the shop.
5. Tom is \_\_\_\_\_ doctor.
6. There are \_\_\_\_\_ apples on the table.
7. \_\_\_\_\_ people say I am not right.
8. There are \_\_\_\_\_ mistakes in this paragraph.
9. He is \_\_\_\_\_ selfish person.
10. I am \_\_\_\_\_ good person.

**IV. Read the following description and translate it from English to Spanish.**

Andy is my best friend. He is fat and tall. He has brunette skin and brown eyes. He has curly black hair and he's talkative. He is very smart and friendly at the same time. He is a cool friend.

**Write your translation here:**



---

---

---

---

---

**APPENDIX:**

**• Useful phrases**

1. Do you speak English? [¿Hablas inglés?]
2. A little bit. [Un poquito]
3. What do you mean? [¿Qué quieres decir?]
4. I don't understand. [No entiendo]
5. I understand. [Entiendo]
6. Tom, this is Mary! [Tom, te presento a Mary]
7. Nice to meet you! [Encantado de conocerte]
8. Nice to meet you, too! [Es un placer conocerte también]
9. I didn't catch your name. [No entendí bien tu nombre]
10. How are things? [¿Qué tal?]
11. What's new? [¿Qué hay de nuevo?]
12. What do you want to be? [¿De qué te las das?]
13. Cat got your tongue? [¿Se te comieron la lengua los ratones?]
14. Mind your own business! [¡No te metas en lo que no te importa!]
15. It's none of your business! [¡No es asunto tuyo!]
16. It's no business of mine! [¡No es asunto mío!]
17. Do what you want! [¡Haz lo que quieras!]

## UNIT 6: THE SIMPLE PRESENT TENSE OF VERBS OTHER THAN THE VERB TO BE

El presente simple se utiliza para denotar las acciones que realizamos cotidianamente, y para eso utilizamos el modal auxiliar **DO/DOES**.

El **DO/DOES** se utiliza para responder, negar, contraer y enfatizar en presente.

El **DO/DOES**, funciona como verbo y como auxiliar, como verbo significa “HACER” y como auxiliar no tiene ninguna traducción.

### REGLA GRAMATICAL PARA LA TERCERA PERSONA DEL SINGULAR: HE, SHE, IT.

1. Se agrega “**IES**” cuando el verbo termina en “Y” precedido de una consonante.

**Example:**

Fly ----- Flies

2. Se agrega “**S**” cuando el verbo termina en “Y” precedido de vocal.

**Example:**

Play ----- Plays

3. Se agrega “**ES**” cuando el verbo termina en **C, CH, S, SH, SS, X, O, Z**.

**Example:**

Catch ----- Catches

Brush ----- Brushes

Go ----- Goes

4. Se agrega “**S**” en las terminaciones no antes mencionadas.

## ¿Qué es el infinitivo?

Es la forma del verbo que expresa la acción sin concretarla. En el diccionario la forma infinitiva de cualquier verbo aparece sin la palabra “to”, a esto se le conoce como “bare infinitive o forma base (base form)”; por tanto, cuando nos refiramos al infinitivo de un verbo utilizaremos “to”, y cuando hablamos del “bare infinitive” o “base form” de un verbo lo utilizaremos sin la partícula “to”.

### Example:

INFINITIVE	BARE INFINITIVE/BASE FORM
To be	be
To compare	compare
To study	study
To understand	understand

### GRAMMAR FORMULAE:

- **Affirmative** : P.P + B.F.V + Complement

P.P : Personal pronoun.  
B.F.V : Base form of the verb.

### Example conjugation of the verb “to work”

I work	:	Yo trabajo
You work	:	Tú trabajas
He works	:	Él trabaja
She works	:	Ella trabaja
It works	:	Trabaja, funciona.
We work	:	Nosotros trabajamos
You work	:	Ustedes trabajan
They work	:	Ellos trabajan

### Examples:

1. I feel happy. [Me siento feliz]
2. She dances very well. [Ella baila muy bien]
3. I work every day. [Trabajo todos los días]
4. He says he is happy. [Él dice que es feliz]

INFINITIVE VERB	VERB IN THIRD PERSON: HE, SHE, IT	MEANING
To be	Is	Ser, Estar
To answer	Answers	Responder, Contestar
To ask	Asks	Preguntar, Pedir
To Clean	Cleans	Limpiar
To Come	Comes	Venir
To copy	Copies	Copiar
To feel	Feels	Sentir
To forget	Forgets	Olvidar
To go	Goes	Ir
To have	Has	Tener
To do	Does	Hacer
To talk	Talks	Hablar, Platicar
To understand	Understands	Entender, Comprender

- **EMPHATIC FORM :** P.P + DO/DOES + B.F.V + Complement

I do make	:	Yo si hago
You do make	:	Tú si haces
He does do	:	Él si hace
She does do	:	Ella si hace
It does do	:	Si hace
We do make	:	Nosotros si hacemos
You do make	:	Ustedes si hacen
They do make	:	Ellos si hacen

## **EL ERROR DE CACOFONÍA**

Se produce cuando en la conjugación enfática se repiten dos palabras que tienen el mismo sonido.

Example: I do do (Es incorrecto porque se produce el error de cacofonía)

La cacofonía se utiliza principalmente en los trabalenguas con el propósito de mejorar la habilidad del habla de un idioma.

### **¿Qué es cacofonía?**

Según la definición del diccionario práctico de Ediciones Larousse, la cacofonía es la repetición de dos palabras que tienen un mismo sonido en una frase u oración. Por tanto, se tiene que sustituir por un verbo que tenga un significado similar como lo es el “make” en el ejemplo antes descrito.

**Example conjugation of the verb “to want” in affirmative and emphatic form.**

<u>PRESENT</u>	<u>EMPHATIC</u>
I want	I do want
You want	You do want
He wants	He does want
She wants	She does want
It wants	It does want
We want	We do want
You want	You do want
They want	They do want

- **Negative** : P.P + DO/DOES + NOT + B.F.V + Complement

<u>WITHOUT CONTRACTION</u>	<u>CONTRACTED FORM</u>
I do not want	I don't want
You do not want	You don't want
He does not want	He doesn't want
She does not want	She doesn't want
It does not want	It doesn't want
We do not want	We don't want
You do not want	You don't want
They do not want	They don't want

### Examples:

1. Brenda does not want a car.  
→Brenda doesn't want a car.
2. She studies every day.  
→She doesn't study every day.
3. George does not feel insecure.  
→George doesn't feel insecure.
4. I do not go to church every day.  
→I don't go to church every day.

Cuando vayamos a construir una oración con más de un verbo, el verbo posterior al primero debe de utilizar la forma infinitiva para enlazarlos a ambos.

### Examples:

1. I want to buy a car.  
→I do not want to buy a car.  
→I don't want to buy a car.
2. She likes to study every day.  
→She does not like to study every day.  
→She doesn't like to study every day.



- **Interrogative :**

DO/DOES + P.P + V.B.F + Complement + ?

### INTERROGATIVE FORM

Do I want?

Do you want?

Does he want?

Does she want?

Does it want?

Do we want?

Do you want?

Do they want?

### Examples:

1. Do you want to eat apples?  
→Yes, I do.  
→No, I do not.  
→No, I don't.
2. Does she study English at UNAN?  
→Yes, she does.  
→No, she does not.  
→No, she doesn't.
3. Do you have boyfriend?  
→Yes, I do.  
→No, I do not.  
→No, I don't.
4. Does Lisa understand the class?  
→Yes, she does.  
→No, she does not.  
→No, she doesn't.



- **Interrogative-negative** : DON'T/DOESN'T + P.P + V.B.F + Complement + ?

### INTERROGATIVE-NEGATIVE FORM

Don't I want?

Don't you want?

Doesn't he want?

Doesn't she want?

Doesn't it want?

Don't we want?

Don't you want?

Don't they want?

### Examples:

1. Don't you want to eat apples?  
→Yes, I do.  
→No, I do not.  
→No, I don't.
2. Don't you believe in God?  
→Yes, I do.  
→No, I do not.  
→No, I don't.
3. Doesn't she want to have a family?  
→Yes, she does.  
→No, she does not.  
→No, she doesn't.
4. Doesn't Alice want to study English?  
→Yes, she does.  
→No, she does not.  
→No, she doesn't.



## MY DAILY ROUTINES

Hi, everyone! My name's Mauricio. I'm from Australia and this is what I do every day. I always get up at 6 o'clock in the morning, brush my teeth and take a bath at 6:30 AM. Then I get dressed and have milk and bread for breakfast. After that I take the bus to school and I get to school at about a quarter to eight.

We have classes from eight thirty to ten thirty. Next we have a break for half an hour. After that we go back to classes and we finish at 12:30. Later on, I get home and have lunch with my mom. In the afternoon, I do my homework and sometimes play soccer with my friends or play video games with them. I always go to bed at 10:00 PM.



## MY FIRST DAY OF SCHOOL

Hi, my friends! My name's Thomas and I just want to share with you how I feel today because it's my first day of school. I want to meet new friends, but at the same time I'm a little nervous. My mom says this is normal in your first day of school. I want to success and help all my friends in this year. Well, I think it's all for now, see you next time guys!



## CALLING A FRIEND

**Mark's mom:** Hello, good morning!

**Alex :** Hello, I'm Alex. Is Mark in?

**Mark's mom:** No, he's not in. What do you want me to tell him when he comes back?

**Alex :** Tell him that I need to talk to him as soon as possible because we don't have time to solve the one hundred exercises in math.

**Mark's mom:** OK. I'll tell him.

**Alex :** Thanks a lot Mrs. Woods.

**Mark's mom:** You're welcome! Bye!



## MISCELLANEOUS CONVERSATIONS

### **Conversation 1**

**Harry :** Hello. I'm Harry McNeil.

**Jack :** Hello, Harry. I'm Jack Smith.

**Harry :** Are you a student, Jack?

**Jack :** No, I'm not.

**Harry :** What do you do?

**Jack :** I'm a teacher.

**Harry :** Indeed? Are you a teacher?

**Jack :** Yes, I am. What do you do for a living?

**Harry :** I'm an architect and a teacher at the same time.

**Jack :** Gee! You're very professional.

**Harry :** Something like that!

**Jack :** It was nice talking to you, Harry. Good-bye.

## **Conversation 2**

**Fred** : Is this your first visit to Nicaragua?

**Alice** : Yes, it is.

**Fred** : Are you a student?

**Alice** : Yes, I am. I'm in high school.

**Helen** : What grade are you in?

**Alice** : I'm in tenth grade. What do you do?

**Fred** : Pardon?

**Alice** : What are your jobs?

**Fred** : I'm a math teacher and Helen is a biologist.

**Alice** : I hate mathematics, but I love biology.

## **Conversation 3**

**Karla** : Excuse me, what's the time, please?

**Martha** : It's a quarter past nine.

**Karla** : A quarter what?

**Martha** : It's a quarter past nine. Are you American?

**Karla** : Yes, I am. Why?

**Martha** : Because you Americans don't understand our time system. You, instead of saying: "it's a quarter past nine", say "it's nine fifteen". Did you get it?

**Karla** : I'm not going to argue about that thing, but thanks anyway.

## **AUTHOR'S WORDS**

It is a privilege and a blessing that you dear student of the English language have had the opportunity and time to study with us this wonderful language. This humble book has been compiled and designed by myself in order to have a good methodology in English teaching. In it, I have put into practice what it has been useful for me as student and teacher of the English language at the same time. The units, lessons, exercises and other activities presented in the small book contain grammar definitions very clearly and examples focused on real and daily life. With us, you learn grammar, practice the new vocabulary, pronunciation, learn about American culture and Nicaraguan culture at the same time, develop your listening comprehension and speaking, and then again we learn about our beloved country Nicaragua following the wise words of our universal poet Ruben Dario "Nicaragua... Land of lakes and volcanoes".

I think that God and you as students of this humble English course as a foreign language are the only people who can judge my job about the way I teach English. As you know, this is a non-profit English course created especially for those people who want to learn English at a low cost, because this English course is almost for free. Our goal is to educate highly qualified English speakers who can acquit themselves wherever they go.

We love Nicaragua and our neighbor; that is why we seed in the students' hearts the Word of our Lord Jesus Christ in putting into practice what the Holy Bible says: "Love your neighbor as yourself". Never look back if you do not have positive ideas, forge ahead and make your dreams come true in the name of Jesus Christ. To God be the glory! Amen!

Yours sincerely,

**Jyuber Alvarez, BA.**

